

**KENTUCKY DEPARTMENT OF
21st Century Community Learning Centers CCLC18 ORIGINAL – 157
RFA Submission Deadline: November 13, 2017**

Check application type - Must be indicated in order for application to be reviewed

- ☒ **New Applicant (\$150,000)**
- ☐ **Continuation Applicant (\$100,000)**
- ☐ **Expansion Applicant (\$100,000)**

Site to be served by grant (2 sites maximum). If more than one site, each must meet all RFA requirements:

- 1) Westside Elementary School DISTRICT DUNS # 060930468
- 2) _____

Fiscal Agent Harrison County Board of Education	Co-Applicant Maysville Community College
Mailing Address (street, city zip code) 308 Webster Avenue Cynthiana, KY 41031	Mailing Address (street, city zip code) 319 Webster Avenue Cynthiana, KY 41031
Superintendent/Chief Executive Officer Typed Name: Andy Dotson	Superintendent/Chief Executive Officer Typed Name: Dr. Steve Vacik
Project Contact <u>Jon Hoskins</u>	
Agency <u>Westside Elementary School</u> Telephone No. <u>859-234-7115</u>	
Fax No. <u>859-234-7199</u> Email <u>jon.hoskins@harrison.kyschools.us</u>	

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21st Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved.

Fiscal Agent: Superintendent/Chief Executive Officer

Date



11/13/17

Co-Applicant: Superintendent/Chief Executive Officer


Date



13 Nov 2017

Notary Public

My commission expires:

 50682

13 Nov 2017 (Notary Seal)

Assurances Requirements for Applicant and Co-Applicant

1. The applicant assures it afforded reasonable opportunity for public comment on the application before the program application was submitted and has considered such comments.
2. The applicant assures it has described steps to ensure it will make equitable access to and equitable participation in the programs/activities to be conducted with such assistance as addressing the special needs of students, staff, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability, and age. (Per the General Education Provision Act (GEPA) page 6 in Section 427 <http://www.ed.gov/policy/elsec/leg/esea02/index.html>)
3. The applicant must have a Data Universal Numbering System (DUNS) number.
4. Administer the 21st Century Community Learning Centers (CCLC) project in accordance with all applicable statutes, regulations, program plans and applications.
5. Adopt and use proper methods of administering 21st CCLC, including: the enforcement of any obligations imposed by law; the correction of deficiencies in program operations that are identified through program audits, monitoring, or evaluation; and the adoption of written procedures for the receipt and resolution of complaints alleging violations of law or other state and federal requirements in the administration of such programs.
6. Cooperate in carrying out any evaluation of 21st CCLC conducted by or for the Kentucky Department of Education (KDE), the US Secretary of Education or other Federal officials.
7. Permit & mandate appropriate program staff to attend the required trainings specified in the Request for Application and has budgeted funds for such participation each budget year of the grant.
8. Use such fiscal control and fund accounting procedures so as to ensure proper disbursement of funds and reporting procedures consistent with KDE accounting practices.
9. Submit copies of annual external audit as required by KDE if the applicant is a CBO or FBO.
10. Make reports to the KDE and the US Secretary of Education as may be necessary, to enable such agency and the US Secretary of Education to perform their duties and maintain such records, provide such information and afford access to the records as the KDE and the Secretary may find necessary to carry out their responsibilities.

11. Comply with the following to receive funding in the fourth and fifth years of the grant cycle:

- Ability to demonstrate substantial progress has been made toward meeting the stated goals and objectives, in measurable terms, as stated in the original grant application within the first three years;
- Maintain the scope of the original level of programs and services to the same number of students at reduced grant allocation in the fourth year;
- Maintain the scope of the original level of programs and service to the same number of students at reduced grant allocation in the fifth year or beyond. (The minimum grant award during any one year will be \$95,000); and
- Provide documentation of completed federal and state report as required.

12. Comply with provisions of Title IX of the Every Student Succeeds Act, the General Education Provisions Act (GEPA) and the Education Department General Administrative Regulations (EDGAR), 34 CFR Parts 76, 77, 82 and 85, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.

13. Comply with the following acts of Congress:

- a. Single Audit Act of 1984
- b. Civil Rights Act of 1964
- c. Gun-Free Schools Act of 1994
- d. Americans with Disabilities Act 1990
- e. Pro-Children's Act of 1994

14. Comply with the Stevens Amendment.

15. Comply with the Debarment, Suspension, and Other Responsibility Matters Regulation (34 CFR 85.110).

16. Not utilize any federal funds to lobby Congress or any federal agency.

17. Abide by and remain current on collection of and reporting of data.

18. Abide by and remain current on rules and regulations governing allowable and unallowable uses of funds.

19. **The school district, as fiscal agent or co-applicant, agrees to provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection.** (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).

20. If a non-governmental agency (CBO or FBO) serves as the fiscal agent, the school district/school must provide the individual designated as responsible for data collection and reporting timely access to necessary demographic and academic data in accordance with grant reporting requirements, including but not limited to mandatory information for completion of Annual Performance Report (APR) data collection. (Examples of current requirements include, but are not limited to: grades, attendance, demographic information, disciplinary infractions, and state assessment scores).
21. Meet the minimum number of hours and days as required under program operations.
22. Begin program no later than three weeks after school starts and end no sooner than two weeks prior to school ending.
23. Provide dedicated space in the school(s) served for site coordinator to use daily for program duties and provide dedicated program space in the school(s) served during approved program hours of operation during both the academic school year and summer months. Programming space shall be sufficient in size for the number of students to be served and appropriate for the approved activities.
24. A minimum of two certified teachers must serve in the program a minimum of 8 hours each per week per teacher or a combination of certified teachers may be used to meet the 16 hours required weekly.
25. Utilize the federal USDA snack program or the Child and Adult Care Food Program. Alternative funding sources must be used to pay for program snacks and/or meals. 21st CCLC funds may not pay for snacks or meals. Other funding sources or donations must be secured to provide for the program.
26. Immediately notify KDE of a change of director, site coordinator, or data entry personnel.
27. Allow site coordinators and directors access to 21st Century guidelines and required KDE trainings.
28. Uphold the parameters of the agreement with the Co-Applicant as outlined in the original application for the duration of the grant cycle.
29. Provide comparable opportunities for the participation of both public and private school students served by the award.

30. **ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS** - The grantee agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Kentucky Department of Education may withhold funds otherwise due to the grantee from this grant program until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on any noncompliance, misappropriation of funds, monitoring finding, audit finding or pending final report. **Grantees failing to meet one or more of the grant requirements will be subject to an "Out of Compliance" and "High Risk" status. Grantees who significantly fail to comply with any term of the grant will be considered "High Risk." Once a grantee enters the "High Risk" status, it may become necessary to hold funds until any critical issues become resolved. A "High Risk" grantee will have four months to become compliant. Failure to become compliant past the timeline of four months will initiate the termination process.**
31. The Kentucky Department of Education, by written notice, may terminate the grant award for non-performance by the sub-grantee at any time during the term of the award. Examples of "High Risk" non-performance/non-compliance include, but are not limited to, the failure to:
- A. Provide a high quality program with evidence of academic progress;
 - B. Implement the program as described in the application;
 - C. Serve number of regular attendee students as stated in the application;
 - D. Meet the minimum hours of operations (hrs/days/weeks/summer)
 - E. Adhere to assigned assurances;
 - F. Submit required reports and documentation in a timely manner;
 - G. Use funds in a responsible and appropriate manner;
 - H. Resolve a non-compliance audit/monitoring finding;
 - I. Submit required data within the given timeframe;
 - J. Implement a required Corrective Action Plan
32. **ASSURANCE REGARDING CONTINUATION OF FUNDING** - Pending adherence to state and federal guidelines of the grant, continued federal appropriations and improved academic performance of students, applicants will receive continuation funding for grant years four and five. During year three, KDE will review programs to determine eligibility for an additional two years of funding. If continued, in years four and five, programs must maintain the original level of programs and services to the same number of students. **The applicant understands that termination of the grant due to non-compliance, or if applicant withdraws mid-cycle from a successfully funded grant, the applicant will be ineligible to re-apply for a future grant to serve the identified school(s) for the remainder of years in the grant cycle. This period will be no less than five years from the date of termination. At that time, the grantee may re-apply as a continuation applicant but will be ineligible for any priority points awarded to continuation applicants.**
33. Uphold these assurances regardless of change of individual's serving in the role or capacity of representative signing the application.

Assurances Signature Page

As an official representative of the Fiscal Agent, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

Fiscal Agent Signature and Title

Date

 Superintendent

11/13/17

As an official representative of the Co-Applicant, I certify that I have read this application and all assurances. By signing below I approve of this application, will adhere to all assurances and pledge my support:

Co-Applicant Signature and Title

Date

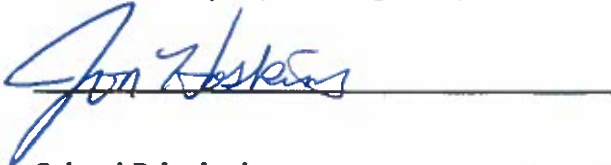


13 Nov 2017

As an official representative of the School, I certify that I have read this application and all assurances. By signing below I approve of this application, on behalf of the school, will ensure the school adheres to all assurances and pledge my support:

School Principal (school being served)

Date



11/13/17

School Principal (if more than one school being served)

Date

Lori Feeback Notary
My Commission Expires - 10/12/2021

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- Site Summary and Abstract Part 1 and Part 2
- Co-Applicant Agreement
- Partner Agreements

21st CCLC Project Summary

Not to exceed three pages (62-63)

List Program Goals:

- #1** Increase academic achievement of regularly participating students.
- #2** Improve non-cognitive indicators of success in regularly participating students.
- #3** Increase the number of students attending the program 30 days or more during the academic year.
- #4** Increase access to high-quality programming
- #5** Increase the access to college/career preparation activities.
- #6** Increase educational opportunities for parents and families that support academic achievement.

List Program Objectives:

- 1.1:** To decrease by 15% the number of regularly participating students scoring below benchmark on MAP in reading, math, and science (grade 4 only) by 2023.
- 1.2:** To decrease by 10% the number of regularly participating students scoring in the novice range on KPREP by 2023.
- 2.1** To decrease by 10% the number of regularly participating students scoring in the moderate to high risk category on the SRSS by 2023.
- 3.1** To increase by 10% the number of students attending the program 30 days or more by the end of each program year.
- 4.1** To increase the variety of program activities offered (enrichment) by adding at least two new activities to the rotating enrichment schedule each program year.
- 5.1** To increase by 10% the number of students participating in career awareness and career skill-building activities each program year.
- 6.1** To increase by 15% the number of families that are engaged in the skill building activities or other family engagement offerings each program year.

Describe the participants to be served by the program:

All students in grades 2 through 5 will be eligible to attend the Colt's Corner 21st CCLC at Westside Elementary. The program will specifically target students performing below benchmark on MAP and students scoring in the novice and apprentice range on KPREP. Additionally, students who rank in the moderate to high risk category on the SRSS will be targeted. The program will be open to 209 students and we expect to have at least 100 attendees, with at least 70 students attending regularly.

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
1.1: To decrease by 15% the number of regularly participating students scoring below benchmark on MAP in reading, math, and science (grade 4 only) by 2023. 1.2: To decrease by 10% the number of regularly participating students scoring in the novice range on KPREP by 2023.	<ul style="list-style-type: none"> • Study Island • EIR program • BARTON program • Kentucky Numeracy Project • STEM materials • Journeys Reading Intervention Guide • enVisions Intervention Guide • Comprehension Toolkit • Read Naturally • Flocabulary • Volunteers • Brainpop • iPads • Chrome Books • Homework and tutoring forms • Certified Teachers • Co-Applicant and partners • Program staff 	<ul style="list-style-type: none"> • Homework help • Tutoring • Lab time for Study Island • Extension of small group targeted instruction for reading and math • Enrichment activities presented by co-applicant, partners, and by program staff • STEM activities • Use of homework and tutoring forms • Summer Programming 	Regularly participating students Students scoring below benchmark on MAP Students scoring novice on KPREP	MAP assessment data KPREP assessment data <i>**Study Island data will be used to monitor progress</i>	The % decrease of students scoring below benchmark. The % decrease of students scoring in the novice range.

	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
2.1 To decrease by 10% the number of regularly participating students scoring in the moderate to high risk category on the SRSS by 2023.	<ul style="list-style-type: none"> • Character Education Resources • Emotional Regulation Materials • Teachers • Co-Applicant and partners • Staff as Mentors • Program staff 	<ul style="list-style-type: none"> • Enrichment activities used to build character awareness and enhance emotional regulation skills behaviors • Artistic activities presented to help with self-expression • Staff training on relationship building • Team building activities presented by partners and program staff • Health programming delivered by partners and program staff • Mentoring Program 	<p>Regularly participating students</p> <p>Any participant scoring in the moderate to high risk range on SRSS</p>	SRSS	The % decrease in the number of students scoring moderate to high risk.
3.1 To increase by 10% the number of students attending the program 30 days or more by the end of each program year.	<ul style="list-style-type: none"> • Relationships between staff and families • Informal Student Interest Surveys • Teachers • Transportation • Family Resource Center • School Counselor • Co-Applicant and partners • Program staff 	<ul style="list-style-type: none"> • Home visits to participating students with attendance concerns • Staff training on relationship building • Hands-on, engaging enrichment activities presented by co-applicant, partners and program staff. 	<p>All participants</p> <p>Participating students with low attendance</p>	Daily Program Attendance	The % increase in student attendance.
4.1 To increase the variety of program activities offered (enrichment) by adding at least two new activities to the rotating enrichment schedule each program year.	<ul style="list-style-type: none"> • Informal Student Interest Surveys • Parent Surveys • Transportation • School Staff • Partners • Co-Applicant • Program staff 	<ul style="list-style-type: none"> • Analysis of student interest survey • New, engaging enrichment activities offered each program year by our co-applicant, partners, and staff 	<p>All participants</p> <p>Participating students with low attendance</p>	<p>Rotating Enrichment Schedule</p> <p>Daily Program Attendance</p>	Yearly increase in the number of new enrichment activities offered.

Objectives	Resources	Activities	Targeted Participants	Data Source to Document	Performance Measures
5.1 To increase by 10% the number of students participating in career awareness and career skill-building activities each program year.	<ul style="list-style-type: none"> • Study Island • EIR program • BARTON program • Kentucky Numeracy Project • STEM materials • Journeys Reading Intervention Guide • enVisions Intervention Guide • Comprehension Toolkit • Read Naturally • Flocabulary • Volunteers • Brainpop • iPads • Chrome Books • Certified Teachers • Co-Applicant and partners • Program staff 	<ul style="list-style-type: none"> • Homework help • Tutoring • Lab time for Study Island • Extension of small group targeted instruction for reading and math • Career presentations and career awareness activities presented by co-applicant, partners and program staff. • STEM activities • Mentoring Program 	<p>Regularly participating students</p> <p>All participants</p>	Daily Program Attendance	The % increase in the student participation rate for career awareness and career skill building activities.
6.1 To increase by 15% the number of families that are engaged in the skill building activities or other family engagement offerings each program year.	<ul style="list-style-type: none"> • Relationships between staff and families • Family Need Survey • Title 1 Family Engagement Coordinator • Family Resource Center (FRC) • Program staff 	<ul style="list-style-type: none"> • 6 engaging, need based, family skill building activities • Coordination with Title 1 Family Engagement activities • Family outreach by program staff school staff, and FRC 	<p>Regularly participating students and their families</p> <p>All participants and their families</p>	Attendance at the 6 Skill Based Family Engagement Activities or other family engagement offerings	The % increase of the number of families attending family engagement activities

Part 1: Need

1.1 Compelling Need: Westside Elementary is located in Harrison County and currently serves 295 students in kindergarten through grade 5. During the 2016-2017 school year, our school had a free and reduced lunch rate of 69.2%. We are applying for the 21st Century Community Learning Center grant (CCLC) to extend meaningful learning experiences to our students, to provide students with enrichment activities to help address cognitive and non-cognitive barriers to their success, and to engage and build strong relationships with our families. **Colt's Corner 21st CCLC** will be focused on grades 2 through 5 and will specifically target students who perform below grade level expectations.

Measures of Academic Progress (MAP) is administered to our students three times a year and is a nationally referenced growth measure. MAP data from the last three years indicates a significant need in reading and math achievement. As the chart below depicts, almost half of our students in grades 2 through 5 are performing below benchmark in reading and math. Furthermore, with the exception of grade 2 (2016) to grade 3 (2017), we are not reducing the number of students performing below benchmark by significant percentages. MAP data confirms that our students, especially those performing below benchmark, are in great need of extended school day academic services to allow for additional time to practice and develop reading and math skills.

MAP: Percentage of Students Performing Below Benchmark in Reading			
Grade	Fall 2015	Fall 2016	Fall 2017
2	59.3	66.0	56.9
3	49.2	56.0	37.5
4	45.6	52.2	50.0
5	52.4	50.8	47.5

MAP: Percentage of Students Performing Below Benchmark in Math			
Grade	Fall 2015	Fall 2016	Fall 2017
2	61.1	59.6	62.7
3	47.6	60.0	31.2
4	49.1	49.3	59.6
5	50.0	61.0	55.7

KPREP is our state assessment that is used to measure proficiency of the Kentucky Academic Standards (KAS) in grades 3 through 5. Data from the last three years illustrates that on average, half of our students are not meeting proficiency in reading and math. The lack of growth in reading and math is very troubling, as it suggests that regular school day instruction and intervention is not meeting the needs of our most struggling learners. Further targeted instruction is required with these students, along with hands-on enrichment opportunities, to adequately address their learning needs and styles.

KPREP: % of Students Scoring Novice and Apprentice (Reading)			
Performance Level	2015	2016	2017
Novice	23.1	26.2	23.6
Apprentice	26.3	24.4	27.6
Total %	49.4	50.6	51.2

KPREP: % of Students Scoring Novice and Apprentice (Math)			
Performance Level	2015	2016	2017
Novice	16.9	16.5	20.1
Apprentice	36.3	35.4	31.0
Total %	53.2	51.9	51.1

The social/emotional health of our students is a non-cognitive area of development that continues to be an area of concern. As part of our behavior intervention system, teachers completed the Elementary Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) for each student in October 2017. As the table below demonstrates, an alarming percentage of grade 2 through grade 5 students are at moderate to high risk for externalizing behavior problems (SRSS E7) and for internalizing behavior concerns (SRSS i5). The data also indicates that younger children (grade 2) are exhibiting a higher percentage of behaviors that place them in the moderate to high risk category. Colt's Corner will help support social-emotional needs by providing high quality enrichment opportunities and by extending social/emotional programming from the regular school day.

SRSS: % of Students Scoring in the Moderate and High Risk Categories		
Grade Level	Moderate and High Risk SRSS-E7	Moderate and High Risk SRSS-i5
2	38.8	20.4
3	15.2	19.6
4	15.4	15.4
5	6.7	15.0

Social and community factors present many obstacles that can make sustained growth in cognitive and non-cognitive areas difficult to attain, while also hindering access to high quality programming. Harrison County has a total population of 18,646 with 22.2% of individuals living below the poverty level. This percentage is considerably higher than the national average of 15.5%. The median household income for our county residents is \$35,681, well below the state average of \$43,740. Only 14% of Harrison County residents 25 years or older possess a bachelor's degree or higher compared to the national average of 29.8%. The socio-economic factors stated above coupled with the lack of reliable transportation hinder many families from accessing resources and activities in our community (American Community Survey, 2011-2015).

Increasing family engagement is also an area of need within our school. While 64.4% of parents or caregivers attended at least one parent-teacher conference last year and 59 total families participated in Title 1 sponsored family events, we must focus on engaging families in deeper, more thoughtful ways. For example, our Family Resource and Youth Service Center (FRYSC) survey indicated that 46.8% of families requested assistance in understanding what their child is learning and ways to help at home. An extended school day program will allow us to tailor family engagement activities to our families' needs, while also building stronger partnerships with existing school programs, such as Title 1 and our FRYSC.

1.2 Participants to be Served: All students in grades 2 through 5 will be eligible to attend the Colt's Corner 21st CCLC at Westside Elementary. The program will specifically target students performing below benchmark on MAP and students scoring

in the novice and apprentice range on KPREP. Additionally, students who rank in the moderate to high risk category on the SRSS will be targeted. The program will be open to 209 students (grades 2-5), and we expect to have at least 100 attendees, with at least 70 students attending regularly. Although our kindergarten and grade 1 students would benefit from such programming, we have chosen to focus on grades 2 through 5 because of the intensive early interventions our primary students already receive.

1.3 Risk Factors and Remedies to Address Risk Factors: The chart below outlines how our program will address and remedy risk factors related to our participants.

Needs to Be Addressed	Risk Factor Associated with Needs	Remedies Used to Address Risk Factors
<i>Extended academic support to decrease student underachievement (Goal 1)</i> <ul style="list-style-type: none"> Approximately 50% of grade 2-5 students not meeting benchmark on MAP. Nearly 50% of tested students scoring novice or apprentice on KPREP. Lack of growth on MAP and KPREP 	Low academic achievement <u>Students at risk for:</u> <ul style="list-style-type: none"> Widening achievement gap Problematic behaviors or high risk behaviors due to academic struggles Drop out 	<ul style="list-style-type: none"> Homework help Tutoring Academic assistance in reading and math Study Island Enrichment activities that meet the needs of diverse learners
<i>Enrichment opportunities and programming to address non-cognitive areas of development and foster career awareness (Goal 2 and 5)</i> <ul style="list-style-type: none"> High percentages of students scoring moderate to high risk on SRSS Lack of exposure to diverse careers as evidenced by only 14% of residents having a bachelor's degree or higher. 	Lack growth of non-cognitive development and skills, specifically social-emotional <u>Students at risk for:</u> <ul style="list-style-type: none"> Behavior problems throughout their school career due to lack of social/emotional supports Decreased emotional awareness and regulation Future risk taking behaviors Minimal access and exposure to diverse careers 	<ul style="list-style-type: none"> Character education and team building Mentoring program Communication with FRC and counselor for referrals to outside mental health agencies Staff professional development on building positive relationships Career awareness activities
<i>To increase access to high quality programming through the addition of new enrichment activities, teacher/staff professional development and student attendance rates. (Goal 3 and 4)</i> <ul style="list-style-type: none"> 22.2% of county residents living below the poverty line Lack of reliable transportation 	Lack of Access to High Quality Programming <u>Students at risk for:</u> <ul style="list-style-type: none"> Minimal exposure to diverse cultures Minimal exposure to quality programming. 	<ul style="list-style-type: none"> Informal Student Interest Survey Community outreach to make program information widely accessible Professional development on relationship building Enrichment activities that help build cultural awareness Transportation provided
<i>To engage families in meaningful</i>	Lack of Family and Parent	<ul style="list-style-type: none"> Coordination with Title 1

activities and educational opportunities. (Goal 6) <ul style="list-style-type: none"> Only 64.4% of families attended at least one conference Only 59 families participated in Title 1 sponsored events during the 16-17 school year 	Engagement <u>Students at risk for:</u> <ul style="list-style-type: none"> Academic underachievement Loss of meaningful connections to school 	and Family Resource Center <ul style="list-style-type: none"> Family Need Survey 6 meaningful, skill based family engagement activities Professional development on relationship building
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1.4 Links between Identified Needs and Outcomes : The chart below outlines the needs of our student population, expected outcomes, and rationale for the outcomes.

NEED	
Extended academic support to decrease student underachievement	
Expected Outcomes: Students who attend the program will show growth in MAP and KPREP scores, therefore decreasing the number of students scoring below benchmark on MAP or in the novice and apprentice range on KPREP.	Rationale: MAP and KPREP are strong measures of academic achievement. Decreasing the number of student participants scoring below benchmark and in the novice/apprentice category will ensure more students are meeting proficiency and mastering the Kentucky Academic Standards.
NEED	
Enrichment opportunities and programming to address non-cognitive areas of development and career awareness	
Expected Outcomes: Students who attend the program will show social and emotional growth evidenced by fewer students scoring in the moderate to high range on the SRSS. Students will be exposed to diverse careers.	Rationale: Our program must incorporate activities and programming to help foster growth not only in academics, but in the development of social and emotional skills. The SRSS is a reliable, research based measurement tool that will allow us to better quantify and measure such growth.
NEED	
To increase access to high quality programming through the addition of new enrichment activities, teacher/staff professional development and student attendance rates.	
Expected Outcomes: Our program will reduce the barriers associated with students accessing high quality programming by providing transportation, a safe facility, and by the ongoing addition of new, engaging enrichment activities. Attendance and the rotating schedule will be used as evidence. Also, staff and teachers will receive additional training on relationship building and effective practices related to 21 st CCLCs.	Rationale: While our community does offer many after school activities, they aren't always accessible to students who face socio-economic issues or lack reliable transportation. Access will also be improved by continually adding new, exciting enrichment activities. Further, our school staff, many of whom will work with the 21 st CCLC, have training on relationship building. This will be extended to our 21 st CCLC staff.
NEED	
To engage families in meaningful activities and educational opportunities.	
Expected Outcome: Families of participating students will attend family engagements opportunities and activities presented by the 21 st CCLC and other school family engagement offerings to a greater extent than previously attended.	Rationale: Our program must not only offer family engagement opportunities and promote Title 1 Family Engagement, but the school and 21 st CCLC staff must ensure offerings are need based and promote involvement in their child's education.

1.5: The fiscal agent is a school district.

Part 2: Quality of Plan

2.1 Measurable Goals, Objectives, and Outcomes: The goals, objectives and outcomes of our program are listed below.

Goal	Objective	Outcome
#1: Increase academic achievement of regularly participating students.	1.1: To decrease by 15% the number of regularly participating students scoring below benchmark on MAP in reading, math, and science (grade 4 only) by 2023. 1.2: To decrease by 10% the number of regularly participating students scoring in the novice range on KPREP by 2023.	By the end of year 5, 70% of regularly participating students will meet or exceed MAP benchmark scores and score proficient or distinguished on KPREP.
#2: Improve non-cognitive indicators of success in regularly participating students.	2.1 To decrease by 10% the number of regularly participating students scoring in the moderate to high risk category on the SRSS by 2023.	By the end of year 5, 90% of regularly participating students will score in the low risk category on the SRSS.
#3: Increase the number of students attending the program 30 days or more during the academic year.	3.1 To increase by 10% the number of students attending the program 30 days or more by the end of each program year.	By the end of year 5, approximately 115 students will attend the program regularly.
#4 Increase access to high-quality programming.	4.1 To increase the variety of program activities offered (enrichment) by adding at least two new activities to the rotating enrichment schedule each program year.	By the end of year 5, at least 10 new enrichment activities will have been added to the original enrichment schedule.
#5 Increase the access to college/career preparation activities.	5.1 To increase by 10% the number of students participating in career awareness and career skill-building activities each program year.	By the end of year 5, at least 115 students will regularly attend activities that promote career awareness and career skills.
#6 Increase educational opportunities for parents and families that support academic achievement.	6.1 To increase by 15% the number of families that are engaged in the skill building activities or other family engagement offerings each program year.	By the end of year 5, at least 80 families of participating students will have attended a skill building activity hosted by 21 st CCLC staff or other family activity hosted by the school.

2.2 How Activities and Services Support the Goals and Objectives: Colt's Corner

21st CCLC will provide an array of services and activities to accommodate diverse learning styles and interests, while also promoting family engagement. Program staff will utilize the research-based SAFE approach (sequenced, active, focused and explicit) when designing and implementing programming (Afterschool Alliance, 2014). While academic assistance will extend the instruction from the regular school day, enrichment activities will be hands-on, engaging, and project based whenever possible. Students

will participate in homework help or tutoring daily. Fifty percent of the remaining time will be used for academic remediation or acceleration services, and 50% of the time will be used for enrichment activities.

Small group instruction will be crucial in helping our certified teachers address the needs of our students in reading and math, consequently helping us to achieve the goals and objectives related to academic achievement. Small groups will help our certified teachers to maximize their support during this time and allow for specifically targeted instruction in the area of need. Our Response to Intervention (RtI) system and procedures will be used to help guide our student groups and instructional support. The staff of our after school program will attend monthly RtI meetings to stay informed, to report on student progress, and to help promote Colt's Corner CCLC.

In reading (English/language arts standards), our school uses Journeys as our core program. Intervention resources from Journeys may be used along with other supplemental reading programs, such as Read Naturally or the Comprehension Toolkit (grade 4-5). Grade 2 and grade 3 students who receive Early Interventions in Reading (EIR) with our reading intervention teacher during the school day will participate in supplementary multi-sensory reading instruction daily during Colt's Corner (K-3 Reading Initiative). Our co-applicant, Maysville Community College, will provide additional college students to provide BARTON tutoring for our students who struggle with phonemic awareness and phonics skills in addition to the tutors already in place during the regular school day.

In math, students who receive interventions during the school day with our math intervention teacher or in grades 3 through 5 during tier 2 small groups, will continue this support after school. Math intervention students will use hands-on learning activities from the Kentucky Numeracy Project to help them develop their number sense and

place value skills. EnVisions, our core math program, will also be used to help address any mathematical gaps. Study Island through Edmentum, a computer based adaptive learning program, will be used in both reading and math to help students master the Kentucky Academic Standards.

The following chart outlines the numerous enrichment activities and clubs that may be offered to help the program achieve the program's goals and objectives. A rotating schedule will be used to provide these activities and student interest surveys will guide decision making on how and when certain enrichment activities will be offered. Program partners will deliver many of the enrichment activities, along with program staff and teachers. The most engaging, attended activities will be available to students as often as possible to motivate students to attend Colt's Corner.

Enrichment Activity	Responsible Partner/Volunteer/Staff
Conservation Activities	Extension Service, Soil Conservation District, science teachers
Agricultural Education	Extension Service, Soil Conservation District, science teachers
Archery	Teachers, volunteers from district archery program
Art Projects/Visiting Artists	Arts Council, art teacher
Visual and Performing Art Activities (example: local actors presentation)	Arts Council, Maysville Community College, art and music teachers, volunteers
Various Interest Clubs: examples may be photography, book, technology, coding	Public library, Maysville Community College, teachers, volunteers, 3M (local manufacturer), program staff
Character Education and Team Building	School counselor, Hospital, Extension Service, Soil Conservation, public library, mentors through mentoring program,
STEM Activities	3M (local manufacturer), Extension Service, Soil Conservation District, Maysville Community College, public library, teachers, program staff
Service Learning Projects	Teachers, FRYSC, program staff, 3M (local manufacturer), volunteers
Literacy Activities	Public Library, Soil Conservation District, teachers,
Academic Team	Teachers
Cross Country	Teachers, volunteers
Career Awareness Activities	All partners and program staff
Healthy Choices (hand washing, nutrition, exercise, drug awareness)	Hospital, FRYSC, program staff

To help us meet goal 6 pertaining to family engagement, 6 skill based activities will take place during the school year, along with other family nights planned in partnership with Title 1 and our FRYSC. These activities are discussed in detail in

section 4.2. In order to make these services noteworthy to parents, a Family Needs Survey will be developed and sent to all participating families. While the survey results will help us tailor our activities to meet the needs of our families, program staff, school staff, and our FRC coordinator will continually have open, two way communication with our families to ensure we are responsive to their needs.

2.3 Connections Between Activities/Services and the KAS: All academic and enrichment activities will be connected to the Kentucky Academic Standards (KAS) in English/language arts, math, science, arts and humanities, or practical living/vocational studies. Homework help, tutoring, and academic assistance services will primarily be focused on meeting the needs of our students in reading and math. The district's curriculum maps will be used to ensure students stay on track with acquisition and mastery of the standards. Teachers providing academic support will have knowledge of the standards across grade levels; therefore they will be able to efficiently address any learning gaps. Our teachers receive continuous training during our Rtl meetings that occur twice per month. This knowledge will allow them to be responsive and flexible to student needs. Our co-applicant and partners, to some capacity, already provide services to our students during the school day. They are required to connect school day activities to KAS and will extend this knowledge to Colt's Corner.

2.4 Description of Improvement of K-3 Reading Proficiency

Colt's Corner will improve reading proficiency in all grades served (grades 2-5), but will specifically target grade 2 and 3 students for intense reading instruction to increase phonics skills, fluency, and vocabulary. Students who have been identified through MAP and other diagnostic assessments given by our intervention teacher will receive intervention time daily at Colt's Corner in addition to their school day intervention time. Interventions will consist of multi-sensory based instruction to

supplement EIR instruction, BARTON instruction, and/or Read Naturally. The reading intervention teacher may also model and train program staff on other research-based practices and strategies. The certified teachers and program staff will be able to receive the needed training and communicate with our intervention teacher at monthly Rtl meetings. The added intervention time will help strengthen students' foundational skills in reading, allowing them increased success and to meet grade level standards in shorter time frames.

2.5 Principles of Effectiveness: The table below describes how our program will meet the Principles of Effectiveness.

Principle 1: An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities was used.
Rationale: Our program activities and services are all connected to the overwhelming needs that our students face. Multiple sources of objective data were analyzed to determine the needs. Data sources used were MAP, KPREP, KDE school report card, SRSS, census data, and attendance of family engagement activities. The data was reviewed by a team of individuals with knowledge of the sources and who have strong connections to our school and community.
Principle 2: An established set of performance measures aimed at ensuring quality academic enrichment opportunities were developed.
Rationale: Objectives and performance measures were developed that are specific, measurable, attainable, reliable, and time based. The performance measures (see project summary) developed are directly related to the data used to determine our need, therefore they will have an obvious impact on our student population. The analysis of performance measure data will ensure the quality of the academic assistance and enrichment activities, thus permitting program staff to continuously monitor the impact of our programming.
Principle 3: Where appropriate, the program utilizes scientifically-based research that provides evidence that the program will help students meet the district academic achievement standards.
Rationale: Increasing academic achievement is a major goal of our program. A meta-analysis conducted by the Collaborative for Academic, Social and Emotional Learning found that after school programs utilizing the practice of SAFE (sequenced, active, focused and explicit) showed improvement in their grades and test scores. The same study found that non-cognitive indicators of success were also significantly impacted by after school programming. Relationship building between staff, students, and families is also highlighted in our proposal. Numerous studies have highlighted the impact positive relationships have on academic outcomes and school engagement, while also fostering social and emotional growth (Vandell, D.L., 2013; Little, P., et. al., 2008). Specific programs and curriculum that will be used are also rooted in scientifically-based research.

2.6 Process Used to Link Program to School Day Learning: School day learning will be significantly integrated into the activities and curriculum used during Colt's Corner. Communication between school day staff and program staff will be critical. In order to facilitate this process, program staff will participate in monthly reading and math Rtl meetings and other trainings offered by the school and district pertaining to curriculum

mapping and effective instructional practices. Also, our reading and math intervention teachers will embed time in their weekly schedules to help plan and develop intervention lessons in conjunction with our site coordinator.

The program director, teachers, and tutors will be recruited from our school and district, therefore the program will inevitably be linked to school day learning. Teachers will be highly qualified and will provide services and academic support in their area of strength. For example, teachers who are members of our school-level reading team and have received intensive training, will support students in reading.

Maysville Community College, our co-applicant, and numerous partners will also be critical in linking the program with school day learning. Both our co-applicant and partners have a solid foundation in the standards as they relate to their area of interest, and they also apply many of the instructional strategies commonly used in our classrooms. Additionally, students majoring in education from the college will be well-informed about innovative, exciting practices in education and will be able to bring this awareness to our program and school.

2.7 Plan for Communicating with School Day Teachers: Not only will the program staff and teachers communicate during monthly meetings, but our school will use homework and tutoring forms to communicate daily with the site coordinator and teachers providing academic support. This will allow teachers to be highly responsive to student needs. Forms will assist staff in knowing what specific skills need further instruction and practice. Furthermore, the site coordinator will be very visible and present in our school during the day, allowing teachers to easily communicate with him/her on a daily basis if needed. This will also allow the site coordinator access to resources and materials used during the school day. The site coordinator will also be

aware of grade level homework assignments through the use of our school agendas and the Remind 101 application.

The site coordinator will also routinely communicate with our resource teachers and counselor to stay mindful of the needs of our students with disabilities. Our resource teachers and counselor will schedule time at the beginning of the program to review students' Individual Education Plans (IEP) or 504 plans with the site coordinator. They will also update the site coordinator regarding any new students to the program.

2.8 Connections of Proposed Programs and Services to Needs: The following chart summarizes how the programs and services are related to the needs of our students and families.

Need	Programs and Services to Address Need
<p><i>Extended academic support to decrease student underachievement</i></p> <ul style="list-style-type: none"> • Approximately 50% of grade 2-5 students not meeting benchmark on MAP. • Nearly 50% of tested students scoring novice or apprentice on KPREP. • Lack of growth on MAP and KPREP 	<ul style="list-style-type: none"> • Homework Help • Tutoring • Reading Interventions: multi-sensory, BARTON, Read Naturally, Comprehension Toolkit, Journey's Intervention Guide • Math Interventions: Kentucky Numeracy Project and envisions Intervention Guide • STEM activities • Study Island (additional lab time) • Academic Team
<p><i>Enrichment opportunities and programming to address non-cognitive areas of development and foster career awareness</i></p> <ul style="list-style-type: none"> • High percentages of students scoring moderate to high risk on SRSS • Lack of exposure to diverse careers as evidenced by only 14% of residents having a bachelor's degree or higher. 	<ul style="list-style-type: none"> • Conservation Activities • Agricultural Education • Archery • Art Projects/Visiting Artists • Visual and Performing Art Activities • Various Interest Clubs • Character Education and Team Building • STEM Activities • Service Learning Projects • Literacy Activities • Academic Team • Cross Country • Career Presentations and career awareness activities • Healthy Choices
<p><i>To increase access to high quality programming through the addition of new enrichment activities, teacher/staff professional development and student attendance rates.</i></p> <ul style="list-style-type: none"> • 22.2% of county residents living below the poverty line • Lack of reliable transportation 	<ul style="list-style-type: none"> • All academic and enrichment activities and services • Professional Development at the school and district level • Additional training on relationship building • Transportation provided by program

<p><i>To engage families in meaningful activities and educational opportunities.</i></p> <ul style="list-style-type: none"> • Only 64.4% of families attended at least one conference • Only 59 families participated in Title 1 sponsored events 	<ul style="list-style-type: none"> • Homework Help • Technology 101 • Adult Writing Classes (remedial) • Financial Literacy Classes • Parenting Classes • GED Completion Classes • Other family engagement activities planned in conjunction with Title 1, FRYSC, and intervention teachers.
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2.9 College and Career Readiness: College and career awareness activities will be embedded in all programming. Not only will the academic services provided help students close achievement gaps and reach mastery, but all of our enrichment activities will expose students to diverse interests and potential career pathways. When appropriate, the 16 Kentucky Career Clusters will be integrated into lessons and activities and staff will intentionally discuss how activities relate to specific careers. Team and character building activities will help students further develop skills needed in the current work force. Last, our partners will be highly involved in providing many enrichment activities and will also make deliberate connections with the students concerning their educational background and career path.

2.10 Staff and Professional Development: All positions (program director, site coordinator, certified teachers, tutors) will be posted on our district website. These positions will be open to all applicants meeting the qualifications set forth in the attached job descriptions. The program will recruit current teachers and administrators for the program director and site coordinator positions, but will also work with our co-applicant and partners in recruiting a site coordinator with exceptional experience in implementing similar programs. Certified teachers will be recruited from our school and/or district and will be pursued for their experience and knowledge in specific areas. For instance, if a teacher displays success in helping students close mathematical learning gaps during the school day as evidenced by MAP and KPREP data, he/she will be highly recruited for our after school program.

As mentioned earlier, program staff will participate in the school and district required trainings including, but not limited to: harassment training, confidentiality training, evaluation training, CPR (at least two staff members), behavior modification training, and blood borne pathogen training. In addition to all other trainings, the site coordinator will also shadow a site coordinator from a neighboring district. This will be imperative to help him/her understand the roles and responsibilities of their position. The following table outlines the required trainings set forth by state and other professional development that will be required by the program.

Date	Training/Professional Development
April – August 2018	21 st CCLC program orientation, Level 1 21 st CCLC, APLUS Data Training
July – August 2018	All required district level trainings,
Earliest Possible Date	Site Coordinator to shadow and meet with an experienced coordinator in a neighboring district
Monthly	RtI meetings (one reading and one math per month for all participating grade levels)
As scheduled	Training on building positive relationships with students and families (Example: Ruby Payne Training: A Framework for Understanding Poverty)
As scheduled	District led training and professional development on curriculum mapping and instructional practices
As scheduled by KDE	State-wide or regional trainings, Directors Meeting, Multi-State Conference

Part 3: Project Design

3.1 Experience with Implementing After School Program: Maysville Community College, our FRYSC, the Harrison County Public Library, the Extension Service, the Harrison County Soil Conservation District, and Harrison Memorial Hospital will be central in helping us implement and carry out a successful after school program. Our school has never operated a 21st CCLC program; therefore it was our goal to ensure that numerous partners have experience with providing similar services. Our co-applicant runs an outstanding Kids College program every summer. The Extension Service and Soil Conservation district provide multiple programming opportunities to elementary aged children every year, many attended by large numbers of participants.

The hospital currently has its own daycare and preschool and our FRYSC has vast experience with providing extended programming to students.

Many teachers that work in our school have also been employed by districts with current 21st CCLC programs, thus bringing their knowledge to our proposed program. Current teachers and staff who have not worked in such districts are very excited about the possibility of an after school program and have shown great interest in the grant proposal and in serving in the program. Additionally, our principal, counselor, district administration, Finance Officer, Title 1 Family Involvement Coordinator, Food Service Coordinator, and Transportation Department have all been involved in the development of this proposal and are eager to handle any additional responsibilities our program may require.

With the experience of our co-applicant and partners, teacher's past experience with 21st CCLC in other districts, and the enthusiasm from school level and district staff, we feel very confident that Colt's Corner will be an effective, engaging, family centered 21st CCLC. Our program will work with state 21st CCLC staff to ensure the success of our program and to continually evaluate its effectiveness to guarantee sustainability beyond the grant.

3.2 Extent of Programs and Services: Colt's Corner will operate Monday through Thursday. Thirty minutes each morning (7:20-7:50) will be dedicated to homework help and tutoring. Students will have access to our technology lab, iPads, and Chrome Books during this time. After school programming will begin each day at 3:05 with a healthy snack. Students will then take part in homework help or additional tutoring if they received homework help during the morning session. Students who have completed their homework may also access Study Island during this time.

The remaining time (100 minutes) will be divided evenly between academic assistance and enrichment programming. Students will receive reading and math interventions during academic assistance time with our certified teachers or tutors. A rotating schedule will be created to ensure students are able to receive both reading and math support daily if warranted. Students who perform on or above expected grade level norms will use practice materials from our core programs and have access to our computer lab, iPads, and Chrome books for Study Island time.

Enrichment activities will be provided by program staff in conjunction with our co-applicant and partners. This time will be dedicated to providing hands on, engaging, cultural experiences to our students in order to deepen their learning experiences. An enrichment schedule will be developed with our partners to promote activities that stimulate the highest number of student participants.

Time	Monday - Thursday
7:20 - 7:50	Homework help or tutoring
3:05 - 3:20	Healthy snack
3:20 - 3:50	Homework help and tutoring
3:50 - 4:40	Academic Assistance: remediation or acceleration (<i>grade 2-3 reading program time</i>)
4:40 - 5:30	Enrichment Activities
5:30 - 5:35	Review of learning targets/connections to careers/pack up

Summer programming will consist of 4 weeks of programming being delivered 6 hours per day, 5 days per week. Students will receive at least 2.5 hours of academic assistance daily to help address summer academic regression and to continue to close achievement gaps. Certified teachers will continue to serve in the program for a total 16 certified teaching hours. Program staff will design summer programming to be themed-based and will offer field trips that connect to the learning targets. For example, if the theme for a week revolves around physical activity, students may go to our local pool and take part in swimming lessons. If the theme is nature, staff will work with our partners to provide students with off-site visits to local nature trails. Students will be

served breakfast and lunch during the summer. Along with the site coordinator, program director, and teachers, the program will be staffed to provide an adequate number of adults to properly supervise all students. A sample summer schedule is below.

Time	Activities
15 minutes	Breakfast
150 minutes	Academic Assistance in Reading and Math Students will rotate through the following activities: <ul style="list-style-type: none"> • Lab time • iPad time • Reading interventions/support • Math interventions/support • Independent Reading Time • Leveled center activities in reading and math
25 minutes	Lunch
170 minutes	Enrichment Activities including field trips

Family engagement and skill building activities will be scheduled in the evenings. Program staff will work with our Title 1 Family Engagement Coordinator, FRYSC coordinator, and intervention teachers to bring meaningful, needed events to our families in addition to the 6 activities discussed in section 4.2. The family needs survey will be used to develop intentional family events.

3.3 Timelines for Implementation of Services

Date	Activity
Upon Award – May 2018	Notify co-applicant, partners, and advisory council of grant award; Meet with advisory council to discuss implementation; Post job openings on district website; Communicate with state 21 st CCLC staff
June – July 2018	Hire program director and site coordinator; recruit teachers and tutors; Site coordinator to shadow neighboring site coordinator; Begin meeting with co-applicant and partners to outline enrichment and other programming needs for the year; Communicate with students, families and staff about program; Set up informational booths at local stores and at summer feeding sites to promote the program; Site coordinator to organize office at the school
August 2018	Site coordinator and program director will present to school staff at opening day meeting; Continue to recruit teachers and tutors; Site coordinator/program director to conduct outreach to families at back to school night; Program director and site coordinator to complete CPR training; Begin enrolling students for the program; Informational packet will be sent home to all eligible students; Program staff to complete all district mandated trainings; Secure and finalize schedule with co-applicant and partners for programming; Begin Colt's Corner CCLC after school programming
Sept. 2018	Continue to enroll students; Advisory Council Meeting; Skill Building Family Activity (Homework Help)
Oct. – Nov. 2018	Skill Building Activity (Technology 101)
Dec. 2018	Advisory Council meeting
Jan. – Feb. 2019	Skill Building Family Activity (Parenting Classes)

March – April 2019	Advisory Council meeting (March); Skill Building Family Activity (Financial Literacy Classes); Begin planning summer programming; Outreach to families for summer programming; Post positions for additional summer help
May 2019	Advisory Council meeting; Begin enrolling students for summer program; continue to work with co-applicant and partners to schedule enrichment activities and field trips for the summer program;
June 2019	4 weeks of summer programming
Monthly	Site coordinator will attend Rtl meetings (reading and math)
As scheduled by KDE	21 st CCLC program orientation; Level 1 21 st CCLC; APLUS Data Training; State-wide or regional trainings; Directors Meeting; Multi-State Conference
As scheduled	2 of the 6 Skill Building Activities (Adult Writing Classes and GED Completion Classes) will be scheduled by the site coordinator at times that best suit the families involved.

3.4 Process for Identifying Students and Prioritizing Enrollment: All students in grades 2 through 5 will be eligible to attend Colt's Corner. School and program staff will target students who perform below benchmark in math and reading on MAP, students scoring in the novice and apprentice range on KPREP, and students currently receiving reading or math interventions during the regular school day. Our site coordinator will be attending Rtl meetings, therefore this information will be readily available to him/her and he/she will take part in the continuous student data analysis that occurs at these meetings. The site coordinator will also work with our counselor and FRYSC coordinator to recruit students scoring in the moderate to high risk categories on the SRSS. Furthermore, teachers will identify students who struggle to complete homework, show poor progress on formative assessments, or students who demonstrate a strength in an area such as arts/humanities or pre-engineering.

3.5 Involving Students from Private Schools: Private schools will be informed of the Colt's Corner 21st CCLC through letters and flyers distributed by the school district. Initial contact with home schools and private schools will be conducted through the Title I program. Flyers will be distributed at the public library where home schools consistently meet. The district will also communicate through community news outlets: local tv station, radio programs, newspapers, and district school websites.

3.6 Safety and Accessibility of the Program Site: Westside Elementary School is ADA compliant, presenting no accessibility concerns for students or parents with special needs. One entrance exists for entry and exit of the parking lot. All visitors must sign in to the office prior to entry and are then admitted through an electronically-locked door. This is the only unlocked entrance to the school. Our school is continuously monitored by twelve surveillance cameras, with viewing access within and outside of our school by district personnel and local law enforcement. All classroom and cafeteria doors lock from within, preventing unwanted entry from outside. Due to severe food allergies present within our student body, Westside is a nut-free school. An automated electronic defibrillator (AED) is centrally located, along with a secure Epi-pen station, should an emergency arise requiring either response.

3.7 Timelines for Practicing Emergency Drills: The afterschool program will practice emergency drills in a manner that complies with our school and district emergency management plan (EMP).

Drill	Schedule
Fire	Twice in 1 st 30 days of school, then monthly
Severe Weather	Twice per year
Earthquake	Twice per year
Lockdown	Once in first 30 days, four times per year

Evacuation routes and severe weather safe locations are clearly posted in each room. A large basement is easily accessible for emergency weather situations.

3.8 Detailed Description of the Facility: Westside Elementary is a twenty-three classroom school building. Each classroom offers 800 ft². We have a centrally located library media center and thirty station computer lab. Additionally, our school offers a large cafeteria, stage, and P.E. classroom. WiFi is available throughout the building. Two playgrounds are available for after-school use, one for younger students and one for older.

3.9 Description of Transpiration Services: Our program will provide and fund transportation for all participating students who require transportation services. Transportation is already provided by the district for students coming to school. Once participants are registered to attend Colt's Corner, program staff and school staff will work with our transportation department to set up drop off points in the county while also running a town route for our students living within city limits. The county drop off points will be easily accessible to families and the bus will arrive at the drop off locations at a set time daily. If families lack transportation to a drop off point, efforts will be made to develop a plan to drop students off at home. Students may also be picked up from Colt's Corner by authorized individuals.

Part 4: Collaboration and Partnerships

4.1 Coordination with Federal, State, Local Programs/Role of Partners: Colt's Corner CCLC will coordinate with federal, state and local programs, such as Title I, Rural and Low Income Schools Program (RLIS), Read to Achieve, Extended School Services (ESS), Family Resource Center, gifted and talented education, district food service, district transportation, Maysville Community College (our co-applicant) and resources/materials/people from our partners. Representatives from these groups will work together to be certain that services and programs are not duplicated but rather complement one another. We will be sure we are meeting the needs of participants and their families, through surveys, informal and formal student/family feedback, on-going conversations with our families coupled with actual student attendance. Our co-applicant and partners will serve on our advisory council where program plans and program data will routinely be discussed and analyzed.

4.2 Six Meaningful Skill Building Activities for Parents/Caregivers: The following 6 skill building activities will be offered to participating families. If the Family Need Survey

results indicate different activities are warranted, then program staff will work to adapt or change the events to be responsive to the needs of our families. Colt's Corner staff will also partner with Title 1, our FRYSC, and our intervention teachers to assist in reading and math nights and other family engagement events.

Activity Title	Description of Activity
Homework Help	The first skill building activity will focus on presenting caregivers with tools and strategies for assisting their child with homework. Teachers from various grade levels will be present and discuss homework folders and the Remind 101 app to ensure caregivers are aware of how homework will come home. Next, teachers/staff will present strategies to use with children when they struggle to understand concepts. For example, presenting the information visually or modeling a similar question/answer. Caregivers will also receive information on how to log into Study Island and helpful internet resources such as the Khan Academy. After the initial event, staff will have booths set up at math and reading nights to offer additional assistance or answer questions pertaining to homework help.
Technology 101	Parents and caregivers will be introduced to a variety of free, online resources to assist them in helping their children extend their learning. Parents/caregivers will be able to practice accessing the resources and will be able to explore the resources to decrease any anxiety related to their use. After the initial class, parents/caregivers will have monthly opportunities to utilize the school lab, Chrome Books, and iPads to continue to become comfortable in the use of technology as a learning tool.
Adult Writing Classes (remedial)	Program staff will work with our co-applicant to host a series of two adult writing classes. Classes will focus on strengthening writing skills so participants can confidently enroll in college courses, along with resume writing.
Financial Literacy Classes	Staff will work with local banks and financial organizations to bring a series of two financial literacy classes to caregivers/parents. The classes will focus on budgeting and savings, and begin to introduce families to information on college loans and saving plans.
Parenting Classes	Program staff will work with our partners, specifically the hospital and our FRYSC to offer a series of parenting classes. Classes will focus on how to communicate effectively with your child and effective behavior management strategies for parents. Early childhood parenting tips will be covered to help parents understand the importance of the first years of life.
GED Completion Classes	Program staff will work with adult education services in our county and our FRYSC to provide parents/caregivers with opportunities to take part in GED classes throughout the year. Our school technology lab may be used in the evening hours to help parents/caregivers have access to computer-based GED programs.

4.3 Diversity of Perspectives: Throughout the development of this grant application, numerous individuals and organizations have given insight and aided in helping us design our program. Our co-applicant and partners have played a major role in the development of our plan and will continue to provide direct support during implementation by conducting many of the enrichment opportunities. They will also serve on our advisory council, therefore being highly integrated into the ongoing monitoring and evaluation of our program.

District staff such as our Finance Officer, Transportation Director, Food Service Coordinator, Chief Academic Officer, and Curriculum Consultant have all contributed to the development of this application, communicated with our partners, and fully understand the significance of their involvement during implementation. Likewise, the school principal, teachers, and counselor were responsible for contacting all of the stakeholders and parents, communicating the vision for Colt's Corner, listening to ideas and perspectives, and cultivating those ideas into a program to address the overwhelming needs of our students.

4.4 Description of Ongoing Support/Collaboration with Partners: Our co-applicant and partners will be essential in the implementation and success of our program. As mentioned previously, many of our partners have experience with extended school day programming; therefore program staff will depend on their expertise and guidance during implementation. Our partners will also provide countless enrichment opportunities to our students in conjunction with program staff. Many agencies, such as the Soil Conservation District and Extension Service, have recently purchased programming materials and are enthusiastic about having an avenue to use them. All of our partners who aren't current members, will be invited to serve on our advisory council, thus they will have a role in reviewing data related to the program and in evaluating the program's effectiveness. Last, our site coordinator will also make a point to stay in contact with all partners through email and face-to-face meetings when necessary.

4.5 Description of How Partners Plan to Continue Program After Grant Funding: Our district, co-applicant, and partners all understand the need and the positive impact Colt's Corner will have on our students and community. Our partners also recognize that the longevity of the program is imperative to sustained success, even after grant

funding is over. To this end, they are all aware that additional funding may be asked for and required by their agencies, but that additional funding sources must be sought during the five year grant period as well. Our Chief Academic Officer has already met with the Harrison County Economic Development Board and the Harrison County Community Fund Board. While these boards aren't listed as partners, they have strong relationships with our partners and they are enthusiastic about our grant application. Each board will also be important as we seek additional funding to sustain the grant.

4.6 Plan for Advisory Council: Colt's Corner CCLC will partner with our FRYSC center and join their current Advisory Council. Our co-applicant, Maysville Community College, is currently a member of the FRYSC advisory council, along with the extension service, hospital, library, and 3M (local manufacturer). All other partners will be invited to serve on the council. Additionally, parent and teacher representatives, high school students, and other agencies are members of the existing council. This will allow our site coordinator the opportunity to cultivate further relationships with community partners in order to strengthen and sustain Colt's Corner CCLC. At each meeting, the Advisory Council will be made aware of Colt's Corner attendance, current programming, family engagement opportunities, and ongoing data related to goals and objectives.

4.7 Plan for Collaborating and Communicating with Families: Program staff will communicate with families throughout the year to keep them aware of student needs and areas of success. First, the site coordinator and/or program director will embed time in their weekly schedule to make phone calls, conduct home visits with our FRYSC, or attend school meetings with families when issues arise. These issues may include attendance concerns, behavioral issues, or to share success stories with families. The site coordinator and/or program director will also be available to attend meetings set up

by teachers and parents to report on student progress during Colt's Corner and to promote the program to uninvolved families.

4.8 Process for Disseminating Information to the Community: To promote our program initially and at the beginning of each year, program staff will set up informational tables at local supermarkets and stores. Our community is a very small, rural town and connecting with families in this manner has proven to be very effective. Program staff will have packets available to families that include hours of operation and a daily schedule, transportation information, behavioral expectations, enrichment opportunities, the 6 family skill building activities, and contact information for program staff. Families and staff will be able to talk with one another and start building positive relationships and trust through this form of program advertising. As family engagement opportunities and other events are scheduled, this information will be sent home, posted on our school's website, and displayed in local supermarkets and stores. Our advisory council will also be given all relevant information to provide to families as needed and to post in their agencies when appropriate. Information will also be available on our school website.

4.9 and 4.10 Co-Applicant and Partner Agreements (see attachments)

Part 5: Program Evaluation

5.1 Established Methods for Measuring Goals, Objectives, and Outcomes: The following table describes our timeline for collecting, reviewing, and analyzing data connected to our goals, objectives and outcomes.

Goal and Objective	Measurement Tool	Frequency
Goal 1 Objectives 1.1 and 1.2	<ul style="list-style-type: none">• MAP• KPREP• Study Island (monitoring tool)	MAP: Fall, Winter, Spring KPREP: Fall of each year Study Island: Quarterly
Goal 2 Objective 2.1	<ul style="list-style-type: none">• SRSS	Fall and Spring of each year
Goal 3 Objective 3.1	<ul style="list-style-type: none">• Colt's Corner Daily Attendance	Reviewed monthly, reported quarterly
Goal 4	<ul style="list-style-type: none">• # of new enrichment activities	Reviewed monthly, reported

Objective 4.1	offered	quarterly
Goal 5 Objective 5.1	<ul style="list-style-type: none"> • # of activities related to career awareness offered • Attendance records for career awareness activities 	Reviewed monthly, reported quarterly
Goal 6 Objective 6.1	<ul style="list-style-type: none"> • Attendance at Family Skill Building Activities • Attendance at other family engagement activities 	Reviewed monthly, reported quarterly

5.2 Variety of Data Sources: As the above chart represents, multiple data sources will be utilized to document the impact our program will have on student academic achievement and non-cognitive indicators of success. MAP and KPREP are formal measures that will be used to document student progress and overall program impact on academic achievement. Ongoing monitoring of academic achievement will occur more frequently with measures such as Study Island data, common assessment data, and formative assessments. These measures will enable program staff and teachers to continually screen for progress towards our goals relating to MAP and KPREP.

The SRSS tool will be administered twice a year, fall and spring, and will allow program staff to document student progress related to social and emotional health. Informal measures, such as behavior write-ups and our school-wide behavior system, will help staff monitor progress towards goal 2 related to the SRSS. Attendance records showing increased participation will assist staff in documenting the progress towards goals related to attendance, access to high quality programming, college and career readiness and family engagement.

5.3 Description of How the Data will be used for Whole-Program Improvement

While the data discussed above will be used to monitor the effect programming will have on individual students, it will also be beneficial in evaluating our program as a whole and will guide decision making for program enhancements. MAP and KPREP data will be analyzed to show the differences between regularly participating students and non-participating students. This will permit school and program staff to understand

how programming is influencing achievement. This analysis will take place quarterly and be reported to our Advisory Council. The data will guide decision making on instructional practices and strategies implemented during Colt's Corner. SRSS data will be analyzed in the fall and spring and staff will look for trends related to decreasing behaviors of concern. Specifically, regularly participating students will be compared to non-participating students to understand if the program was effective in decreasing the number of students scoring in the moderate to high range. Attendance data will guide program improvement decisions related to which activities promoted the highest student involvement. This will allow staff to tailor programming to overall student interest and engagement.

5.4 Description of Plan if Mid-Year Student Progress is Not Adequate: If student data demonstrates a lack of adequate academic progress, the site coordinator and program director will work with our intervention teachers, 21st CCLC teachers, principal, Curriculum Consultant, and parents, to better understand the skills that need to be addressed through interventions and assistance. The site coordinator and teachers will then develop a detailed plan of action outlining skills/standards to be addressed, formative assessments, and expected outcomes related to individual student needs. Intervention teachers will also conduct observations during academic assistance time and give feedback to teachers in order to strengthen instructional support. Additional training may take place and will be determined by student needs.

If adequate progress is not made pertaining to non-cognitive areas of development, such as social/emotional health and attendance, the site coordinator will work with the school counselor, FRYSC coordinator, and partners to bring additional programming focused on increasing emotional regulation skills, team building/cooperation activities, and health education activities. The site coordinator will

increase activities used to promote the program if attendance goals are not met such as additional advertising, connecting with additional agencies to increase awareness, and working with school personnel to endorse the program.

5.5 Lead Person and System for Data Collection: The collection and reporting of data will be the primary responsibility of the program director. The site coordinator will assist in data collection and analysis, but data reporting will be completed by the program director. Both the site coordinator and program director will attend APLUS Data training and the Cayen System will be used for reporting all relevant data related to our goals, objectives, and other federal and state requirements.

Part 6: Budget

6.1 Reasonable Cost: The costs of the proposed activities for Colt's Corner 21st CCLC are reasonable when considering the number of students served. We expect to serve 100 participants with at least 70 attending regularly. This would make our annual cost per child to be \$2142.86 ($\$150,000/70$). This figure includes costs directly related to both academic and enrichment programming in order to meet our stated goals and objectives.

6.2 Maintaining Separate Accounting: Our school district uses MUNIS accounting software, which is mandated by KDE. The MUNIS system is used for government or fund accounting. This system keeps a separation of funds as required by the government accounting standards board. The program director will receive MUNIS reports monthly to review expenditures and deposits. If we receive the 21st CCLC grant, funds would be accounted for in the special revenue fund by project code, which allows a matching of revenue and expenditures for grants and projects.

Time and effort of employees will be kept through semi-monthly time sheets. These timesheets require date, time in and time out, number of hours worked, as well

as the signature of both employee and supervisor. Timesheets are turned in to the payroll clerk where they will be coded to the 21st CCLC project code. These guidelines follow the procedures our district currently has in place.

6.3 Applicant's Administrative Capacity: The board of education fiscal resources will be the source of our initial startup and operating costs for Colt's Corner. Our board of education finance officer along with district and school administration will oversee the program director and site coordinator to ensure proper management of the grant. Since we are a school district we have experience with successful management of federal, state, and local grants.

6.4 Budget Narrative: Our grant includes a detailed budget narrative that itemizes specific use of funds.

6.5 Allocates Sufficient Fiscal Resources: Our 21st CCLC program has allocated sufficient funds to ensure high quality implementation and accomplishment of the performance measures and expected outcomes as stated in this proposal. ESS, RLIS, Title I, and FRYSC funds may be used to supplement and collaborate with after school activities and programming. We are committed sustaining use over time and will work diligently to ensure compliance with requirements for supplanting.

Part 7: Priorities

7.1 Absolute Priority - New Applicant: Our school has not previously received 21st CCLC funding. We meet **absolute priority** because our school is considered a school-wide Title 1 school. Our free and reduced lunch rate for the 2016-2017 school year was 69.2%.

21st Century Community Learning Centers Budget Summary

Budgeted items are only proposed amounts and subject to final KDE review and approval.

Budget Category	Year One (2018-2019 School Year)		Year Two (2019-2020 School Year)		Year Three (2020-2021 School Year)	
	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)	Amount Requested	**In-Kind (optional)
Personnel School & Summer	67,156	0	67,156	0	67,156	0
Fringe Benefits	25,617	0	25,617	0	25,617	0
Travel (program staff)	3,511	0	1,797	0	1,797	0
Equipment	15,386	38,700	13,285	38,700	7,394	38,700
Supplies/Materials	11,180	2,600	14,700	2,600	17,327	2,600
Parent/Family Engagement	2,000	0	2,000	0	2,000	0
Contractual	0	0	0	0	2,700	0
Indirect Cost	0	0	0	0		0
Summer Programming	5,641	0	6,436	0	7,000	0
Transportation (School Year, Summer, Field Trips)	18,409	18,756	18,409	18,756	18,409	18,756
Other (cell phone, training)	1,100	0	600	0	600	0
Volunteers (\$8.00/hour – in-kind only)	0	5,248		5,248	0	5,248
Yearly Totals Grant and In-Kind Funds	150,000	65,304	150,000	65,304	150,000	65,304

Note: Grants funds cannot be used to purchase facilities or support new construction.

Funding in years 4 and 5 are contingent upon successful accomplishment of program goals and objectives and requires completion of a Continuation Progress Report in year 3.

Budget Narrative Format

Budgeted items are only proposed amounts and subject to KDE final review and approval.

Note: Please complete a budget narrative for each of the three project years.

YEAR 1

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer program director= $\$28 \times 10\text{hrs.} \times 35 \text{ weeks} = \$9,800$ site coordinator= $\$15 \times 6\text{hrs.} \times 220\text{days} = \$19,800$ cert. teachers= $\$28 \times 4 \text{ hrs./day} \times 164 \text{ days} = \$18,368$ classified tutors= $3 \text{ tutors} \times \$13 \times 3\text{hrs./day} \times 164 \text{ days} = \$19,188$ <u>In Kind</u> – Volunteers are estimated at \$8 per hour, 2 volunteers, 2 hours per day, 164 days per year (\$5,248)	\$67,156
2. Fringe Benefits Fringe calculated as percentage of salary charged, based on type of employee and number of hrs. worked. Medicare is 1.45%, FICA is 6.2%, KTRS is 16.105%, and CERS is 28.86%, Life Ins. is \$12/year and Life Ins. Admin fee is \$96/year. Health insurance is based on plan selected. For the one employee eligible for life insurance, an average cost of the plans available to employees was used. Program director, Medicare + KTRS= \$1,720 Site Coordinator, Medicare + FICA + CERS + life ins + life admin fee + health ins.= \$19,205 Certified teachers, Medicare + KTRS= \$3,224 Classified tutors, Medicare + FICA= \$1,468	\$25,617
3. Travel (Staff) Travel for all required staff, mileage, hotel, and per diem (when appropriate) 21 hotel nights $\times \$115 = \$2,415$ 6 trainings (roundtrip to Louisville) $\times 180 \text{ miles} \times \$0.42/\text{mile} = \$453.60$ 2 observation trips to active 21 st CCLC program, 100 miles $\times \$0.42 = \42 Per diem meals 20 days $\times \$30 = \600	\$3,511
4. Equipment Dell laptop for program director= \$479 30 Lenovo Chromebooks $\times \$201.49 = \$6,044.70$ 1 storage/charging cart $\times \$1067.31 = \$1,067.32$ 10 Apple iPads $\times \$329 = \$3,290$ 10 protective cases for iPads $\times \$29.92 = \299.20 1 set Cubelets Inspired Inventors Mega Pack $\times \$4,206 = \$4,206$ <u>In-kind</u> - set of NASP Genesis bows and NASP Easton arrows for archery program= \$7,200 30-computer lab with projector, Smartboard, document camera= \$31,500	\$15,386
5. Supplies/Materials Flocabulary subscription (for use in tutoring and enrichment activities) \$2,000 \$100/student allocated for any/all necessary cognitive/non-cognitive enrichment materials and supplies \$100 \times (estimated) 80 students= \$8,000 Storage totes, boxes, cabinets (as needed)= \$1,180 <u>In-kind</u> - copier use, maintenance and paper= \$1,000 Totes, shelves, file cabinet, desk, chair, locking storage cabinet= \$1,600	\$11,180
6. Parent/Family Engagement Activities	\$2,000

1% of budget for family engagement = \$1,500

Reading Horizons (adult literacy to supplement adult remedial writing classes/GED completion) - 5 licenses x \$100 = \$500

7. Contractual

\$0

8. Indirect (See page 17)

\$0

9. Summer Programming (supplies/materials)

\$5,641

70 students at \$80.59 are the estimated costs for supplies and materials for summer programming.

10. Transportation (School Year, Summer, Field Trips)

\$18,409

Driver hours 716 X \$18.12= \$12,793

Medicare + FICA + CERS= \$4,736

Field trip bus usage cost \$.50/mile X (estimated) 1400 miles= \$700

In-Kind – \$18,756 Cost per mile for buses during after school and summer program. Current cost is \$1.29 per mile.

Estimated 50 miles per day per bus (50 x 2 buses x 144 days=14,400 x 1.29)

11. Other

\$1,100

cell phone for site coordinator=\$600

Relationship building/understand poverty training for site coordinator and program director = \$500

TOTAL REQUESTED =

\$150,000

Budget Narrative Format

Budgeted items are only proposed amounts and subject to KDE final review and approval.

Note: Please complete a budget narrative for each of the three project years.

YEAR 2

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer program director= $\$28 \times 10\text{hrs.} \times 35 \text{ weeks} = \$9,800$ site coordinator= $\$15 \times 6\text{hrs.} \times 220\text{days} = \$19,800$ cert. teachers= $\$28 \times 4 \text{ hrs./day} \times 164 \text{ days} = \$18,368$ classified tutors= $3 \text{ tutors} \times \$13 \times 3\text{hrs./day} \times 164 \text{ days} = \$19,188$ <u>In Kind</u> – Volunteers are estimated at \$8 per hour, 2 volunteers, 2 hours per day, 164 days per year (\$5,248)	\$67,156
2. Fringe Benefits Fringe calculated as percentage of salary charged, based on type of employee and number of hrs. worked. Medicare is 1.45%, FICA is 6.2%, KTRS is 16.105%, and CERS is 28.86%, Life Ins. Is \$12/year and Life Ins. Admin fee is \$96/year. Health insurance is based on plan selected. For the one employee eligible for life insurance, an average cost of the plans available to employees was used. Program director, Medicare + KTRS= \$1,720 Site Coordinator, Medicare + FICA + CERS + life Ins + life admin fee + health ins.= \$19,205 Certified teachers, Medicare + KTRS= \$3,224 Classified tutors, Medicare + FICA= \$1,468	\$25,617
3. Travel (Staff) Travel for all required staff, mileage, hotel, and per diem (when appropriate) 10 hotel nights $\times \$115 = \$1,150$ 3 trainings (roundtrip to Louisville) $\times 180 \text{ miles} \times \$0.42/\text{mile} = \$226.80$ Per diem meals $14 \text{ days} \times \$30 = \420	\$1,797
4. Equipment Laser printer and toner (for use with art and technology activities)= \$712 20 iPads $\times \$329 = \$6,580$ 10 protective cases= \$598 Storage and charging cart= \$1,508 3D printer and supplies= \$2,193 3D printer cart= \$594 Lavalier microphones (drama/broadcasting activities)= \$1,100 <u>In-kind</u> - set of NASP Genesis bows and NASP Easton arrows for archery program= \$7,200 30-computer lab with projector, Smartboard, document camera= \$31,500	\$13,285
5. Supplies/Materials \$100/student for any/all necessary supplies and materials necessary for enrichment activities \$100 \times (estimated) 90 students= \$9,000 Play rights and supplies for drama/choir activities= \$2,200 Classic Legos and kits (to accompany free curriculum)= \$1,500 Flocabulary Subscription= \$2,000 <u>In-kind</u> - copier use, maintenance and paper= \$1,000 Totes, shelves, file cabinet, desk, chair, locking storage cabinet= \$1,600	\$14,700

6. Parent/Family Engagement Activities	\$2,000
1% of budget for family engagement = \$1,500 Reading Horizons (adult literacy to supplement adult remedial writing classes/GED completion) - 5 licenses x \$100 = \$500	
7. Contractual	\$0
8. Indirect (See page 17)	\$0
9. Summer Programming (supplies/materials)	\$6,436
90 students at \$71.51 are the estimated costs for supplies and materials for summer programming.	
10. Transportation (School Year, Summer, Field Trips)	\$18,409
Driver hours 716 X \$18.12= \$12,793 Medicare + FICA + CERS= \$4,736 Field trip bus usage cost \$.50/mile X (estimated) 1400 miles= \$700 <u>In-Kind</u> – \$18,756 Cost per mile for buses during after school and summer program. Current cost is \$1.29 per mile. Estimated 50 miles per day per bus (50 x 2 buses x 144 days=14,400 x 1.29)	
11. Other	\$600
cell phone for site coordinator=\$600	
TOTAL REQUESTED =	\$150,000

Budget Narrative Format

Budgeted items are only proposed amounts and subject to KDE final review and approval.

Note: Please complete a budget narrative for each of the three project years.
YEAR 3

BUDGET CATEGORY	AMOUNT REQUESTED
1. Personnel School Year & Summer program director= \$28 X 10hrs. X 35 weeks=\$9,800 site coordinator=\$15 X 6hrs. X 220days=\$19,800 cert. teachers= \$28 X 4 hrs./day X 164 days= \$18,368 classified tutors= 3 tutors X \$13 X 3hrs./day X 164 days= \$19,188 <u>In Kind</u> – Volunteers are estimated at \$8 per hour, 2 volunteers, 2 hours per day, 164 days per year (\$5,248)	\$67,156
2. Fringe Benefits Fringe calculated as percentage of salary charged, based on type of employee and number of hrs. worked. Medicare is 1.45%, FICA is 6.2%, KTRS is 16.105%, and CERS is 28.86%, Life Ins. Is \$12/year and Life Ins. Admin fee is \$96/year. Health insurance is based on plan selected. For the one employee eligible for life insurance, an average cost of the plans available to employees was used. Program director, Medicare + KTRS= \$1,720 Site Coordinator, Medicare + FICA + CERS + life Ins + life admin fee + health ins.= \$19,205 Certified teachers, Medicare + KTRS= \$3,224 Classified tutors, Medicare + FICA= \$1,468	\$25,617
3. Travel (Staff) Travel for all required staff, mileage, hotel, and per diem (when appropriate) 10 hotel nights X \$115= \$1,150 3 trainings (roundtrip to Louisville) X 180 miles X \$.42/mile= \$226.80 Per diem meals 14 days X \$30= \$420	\$1,797
4. Equipment Piano keyboards- 20 X \$110= \$2,200 ¾ Size guitars- 15 X \$160= \$2,400 Art equipment (ie. Brushes, easels, trays) = \$2,794 <u>In-kind</u> - set of NASP Genesis bows and NASP Easton arrows for archery program= \$7,200 30-computer lab with projector, Smartboard, document camera= \$31,500	\$7,394
5. Supplies/Materials \$100/student for all resources/materials necessary for enrichment activities- 100 students X \$100= \$10,000 Supplies for 3D printer= \$593 Toner for printer= \$538 Snap Circuits- 9 kits X \$40= \$360 Headphones (set/12) for iPads and Chromebooks 5 X \$174= \$870 Makey Makey Classroom Coding Kit= \$700 Ozobot Bit Classroom Kit (STEM/Coding)= \$1,200 Books (for enrichment book clubs)= \$666 Publishing service for quarterly student magazine (writing club)= \$2,400 <u>In-kind</u> - copier use, maintenance and paper= \$1,000 Totes, shelves, file cabinet, desk, chair, locking storage cabinet= \$1,600	\$17,327

6. Parent/Family Engagement Activities	\$2,000
1% of budget for family engagement = \$1,500 Reading Horizons (adult literacy to supplement adult remedial writing classes/GED completion) - 5 licenses x \$100 = \$500	
7. Contractual	\$2,700
Twice weekly instructors (karate, dance, piano, guitar, sports fitness) X \$30/hr. X 9 weeks= \$2,700	
8. Indirect (See page 17)	\$0
9. Summer Programming	\$7,000
100 students at \$70.00 are the estimated costs for supplies and materials for summer programming.	
10. Transportation (School Year, Summer, Field Trips)	\$18,409
Driver hours 716 X \$18.12= \$12,793 Medicare + FICA + CERS= \$4,736 Field trip bus usage cost \$.50/mile X (estimated) 1400 miles= \$700 In-Kind – \$18,756 Cost per mile for buses during after school and summer program. Current cost is \$1.29 per mile. Estimated 50 miles per day per bus (50 x 2 buses x 144 days=14,400 x 1.29)	
11. Other	\$600
cell phone for site coordinator=\$600	
TOTAL REQUESTED =	\$150,000

BUDGET PAGE- New Applicants

PRICE FOR SERVICE:

The applicant must state a firm, fixed price for services provided for the original award period and a maximum price for services provided for each of the four renewal periods, in accordance with the provisions and requirements of this RFA. **Please Note: New Applicants amount requested on first year of the grant will be the amount awarded for year 2 and 3.**

Original Award Period (Year One) 2018-2019 School Year	Original Award Period (Year Two) 2019-2020 School Year	Original Award Period (Year Three) 2020-2021 School Year	Continuation Funding (Year Four) 2021-2022 School Year	Continuation Funding (Year Five) 2022-2023 School Year
\$150,000 max	\$150,000 max	\$150,000 max	\$125,000 max	\$100,000 max
<u>\$ 150,000</u>	<u>\$ 150,000</u>	<u>\$ 150,000</u>	<u>\$ 125,000</u>	<u>\$ 100,000</u>

Attachments

List of Partners and Other Consortium Members

- Maysville Community and Technical College (co-applicant)
- Harrison County Soil Conservation District
- Harrison County Extension Service
- Harrison Memorial Hospital
- Cynthiana Arts Council
- 3M (local manufacturer)
- Harrison County Public Library
- Kentucky Bank
- South-West Family Resource Center
- Harrison County Economic Development Board
- Harrison County Community Fund
- Harrison County Title 1 Program

**JOB DESCRIPTION
LOCAL DISTRICT CLASSIFICATION PLAN**

CLASS TITLE: 21st CCLC PROGRAM DIRECTOR

BASIC FUNCTION:

To associate and assist in the implementation of methodologies and requirements as outlined in the 21st CCLC, focusing on curricula that will improve academics and nonacademic behaviors in students in the program. This person needs to work successfully with a variety of professionals at the local, state and federal level. Requires approximately 10 hours per week for 35 weeks. Reports to Federal Programs Coordinator.

REPRESENTATIVE DUTIES:

- Coordinate the implementation of research-based academic programming and enrichment programs.
- Supervise Site Coordinator, students & employees in projects related to the 21st CCLC project.
- Oversee and complete the collection of data and other information to fulfill program requirements.
- Establish and maintain records, files, and documentation as required.
- Ensure program quality and implementation.
- Assist in the facilitation of meetings with the Advisory Council.
- Coordinate and support evaluation needs.
- Enable and lead the training of volunteers, staff, and community members as needed.
- Assure accuracy, quality and timeliness of required reports and submitted information.
- Oversee program budget and purchasing
- Oversee hiring of all program staff
- Perform related duties as assigned

ABILITY TO:

- Ability to communicate effectively both orally and in writing.
- Ability to work collaboratively in a team setting.
- Ability to work independently with little direction.

EDUCATION AND EXPERIENCE:

- Kentucky Teaching Certification
- Experience working with school aged students K-5 in core academic subjects
- General technology knowledge and willingness to learn new technology
- Valid Kentucky driver's license

**JOB DESCRIPTION
LOCAL DISTRICT CLASSIFICATION PLAN**

CLASS TITLE: 21st CCLC SITE COORDINATOR

BASIC FUNCTION:

This position plans and provides direct supervision of the 21st CCLC after school program site. Full time hourly position for 200 days per year. Reports to 21st CCLC Program Director.

REPRESENTATIVE DUTIES:

- Supervise the operations and maintenance of after school site.
- Implement center programs and assist in curriculum development.
- Prepare regular reports of center activities, special events and progress of the program and Annual Report to Advisory Board.
- Contribute to the positive public relations of the program.
- Facilitate communication with school day teachers.
- Communicate with parents of student participants.
- Attend all scheduled 21st Century Advisory Council meetings.
- Attend mandatory state and regional trainings for 21st Century programs.
- Complete 21st Century data entry components in accordance with state regulations.
- Complete related duties as assigned by Program Director.

ABILITY TO:

- Ability to communicate effectively both orally and in writing.
- Ability to work collaboratively with teachers and other school staff.
- Ability to work independently with little direction.
- Ability to supervise others.

EDUCATION AND EXPERIENCE:

- Bachelor's degree in a related field
- Experience working with school aged students K-5 in core academic subjects
- General technology knowledge and willingness to learn new technology
- Valid Kentucky driver's license

**JOB DESCRIPTION
LOCAL DISTRICT CLASSIFICATION PLAN**

CLASS TITLE: 21st CCLC Certified Teacher

BASIC FUNCTION:

This position will provide tutoring and academic assistance services to students after school hours.

REPRESENTATIVE DUTIES:

- Work with Site Coordinator to implement academic assistance and enrichment services.
- Provide instruction individually and in groups with students to meet their academic needs.
- Manage supplies/materials and organize classroom.
- Develop, establish and administer program activities.
- Assist students in successfully completing homework and mastering academic skills.
- Collaborate with classroom teachers to determine needs of participating students.

ABILITY TO:

- Ability to communicate effectively both orally and in writing.
- Ability to work collaboratively with teachers and other school staff.
- Ability to operate a computer and computer programs.
- Ability to demonstrate an understanding of Kentucky Core Academic Standards.

EDUCATION AND EXPERIENCE:

- Kentucky Teacher Certification
- Experience working with school aged students K-5 in core academic subjects

**JOB DESCRIPTION
LOCAL DISTRICT CLASSIFICATION PLAN**

CLASS TITLE: 21st CCLC TEACHING ASSISTANT/TUTOR

BASIC FUNCTION:

This position will assist in the implementation of program activities in an after school setting.

REPRESENTATIVE DUTIES:

- Work with Site Coordinator and certified teachers to implement academic assistance and enrichment services.
- Provide individual instruction to students to meet their specific areas of need.
- Assist students in successfully completing homework and mastering academic skills.
- Guide students in the use of instruction tools (iPad applications, etc.)
- Support the certified teachers and program staff in helping students meet academic goals.

ABILITY TO:

- Ability to communicate effectively both orally and in writing.
- Ability to work collaboratively with teachers and other school staff.
- Ability to operate a computer and computer programs.
- Ability to work with all school age children.
- Ability to demonstrate organization and group management skills.

EDUCATION AND EXPERIENCE:

- High School Diploma
- Experience working with school aged students K-5 in core academic subjects preferred

Equitable Access and Participation Plan

The Harrison County Board of Education does not discriminate on the basis of gender, race, national origin, color, disability, or age. None of these identifiers will be barriers to prevent students, parents, teachers, or other program beneficiaries from accessing or participating in the project. We will specifically target students who are scoring below grade level proficiency and qualify for free/reduced lunch. **HOWEVER, ALL** students will be given equitable access. Registration forms for the 21st CCLC program include a section for families to indicate any special needs of participating students. All appropriate accommodations will be made during after-school activities to ensure equitable access and high levels of success for those involved in our CCLC program.

NOTE: The district is in compliance with section 427 of the General Education Provisions Act (GEPA).

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal

or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will;

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional

Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by Federal, State, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.


**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT Harrison County Board of Education	PR/AWARD NUMBER AND / OR PROJECT NAME Colts Corner 21st CCLC
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Andy Dotson, Superintendent	
SIGNATURE 	DATE 11/15/17

Program Summary and Abstract Part 1

Contact Information: (If RFA is submitted jointly, this page may be copied for additional contact information.)	
Applicant Name (name of school/organization/entity/etc. applying for funds) Westside Elementary School	Applicant DUNS# School: 100754936 District: 060930468
"Primary" Contact Person Jon Hoskins	Title School Principal
District or Organization Name (for contact person) Harrison County – Westside Elementary	
Mailing Address (for contact person) 1585 KY HWY 356	Phone 859-234-7115
City, State, and Zip Cynthiana, KY 41031	Fax 859-234-7199
E-mail (for contact person) jon.hoskins@harrison.kyschools.us	

Superintendent Information: (Non-LEAs will need to provide information pertaining to the school the students to be served are attending.) If the RFA is submitted jointly or has more than one superintendent of schools, this page may be copied for additional superintendent information.	
Superintendent Name: Andy Dotson	District Name: Harrison County
Mailing Address 308 Webster Avenue	Phone 859-234-7110
City, State, and Zip Cynthiana, KY 41031	Fax 859-234-8164

Site Information: Complete one box for each site that will provide a 21st CCLC program. **No more than two sites**

Site Name Westside Elementary – Colt's Corner 21st CCLC
Principal Name: Jon Hoskins
Physical Site Address 1585 KY HWY 356
City, State, and Zip Cynthiana, KY 41031
Site Contact Person Jon Hoskins
Site Contact Phone 859-234-7115
Site Contact E-mail jon.hoskins@harrison.kyschools.us
Schools to be Served: Westside Elementary 2nd-5th grade students

Site Name
Principal Name:
Physical Site Address
City, State, and Zip
Site Contact Person
Site Contact Phone
Site Contact E-mail
Schools to be Served:

Program Summary and Abstract Part 2

- A. **List name of each school to be served** in table below. **For each school**, answer columns across the table. Font in this chart may be 8 pt.
- B. **Proposed # of students to be served on a regular basis should not be entire school enrollment.**

Specify: • Name of each school • Urban (U), • Rural (R), or • Suburban (S)	List grade levels of students to be served	Data regarding the school/district attended by the students during the regular school day.					Proposed # of students to be served on a regular basis from the school**
		List site(s) at which the students from this school will be served if other than the school	District Name	School Type	*% Free or Reduced Cost Lunch	*Total school wide enrollment	
School: Westside Elementary <input type="checkbox"/> U <input checked="" type="checkbox"/> R <input type="checkbox"/> S	2nd, 3rd, 4th, 5th		Harrison	X Public <input type="checkbox"/> Private	69.2	295	100 attendees with at least 70 attending regularly
School: <input type="checkbox"/> U <input type="checkbox"/> R <input type="checkbox"/> S				<input type="checkbox"/> Public <input type="checkbox"/> Private			

*** Must use lunch data as reported to KDE on December 1, 2016**

****Programs must serve a minimum of 25% of the school enrollment or 50 students on a regular basis, whichever is less.**

B. Applicant is (please check one):

☒ Public School

☐ Non-Public School

☐ Community Based Organization

☐ Faith Based Organization

C. Who will serve as the fiscal agent? (Specify the name of the school district or the agency/organization.)

Harrison County Board of Education

D. Is the applicant (school district or agency/organization) a previous recipient of other 21st CCLC funds? ☐ yes ☒ no

If yes: ☐ Federal ☐ State What date did (or will) award funding conclude: _____/_____/_____ (month/year).

SITE SUMMARY AND ABSTRACT Part 1

Complete the following (pages 73-74) for EACH site. In case of multiple sites, copy page for each site.

Site Name: Westside Elementary - Colt's Corner 21st CCLC

A. Will site be located in an elementary or secondary school building? ☒ yes ☐ no

If no, where will the program be located (building name and address) and what is its geographic proximity to such a school?

If no, why is this site not located in a school building?

If no, how will students be transported from school to site location?

B. The proposed number of students to be served daily at the site in a school year is: We anticipate that we will have at least 50 students attend daily, with at least 100 students attending during the program year.

C. The expected number of regular attendees (30 or more days) is: 70
(Note that the minimum number of regular attendees must be no less than 25% of the school population or 50 attendees, whichever is less.)

D. The number of adult family members (of students served) this site is proposing to serve: 60

E. Types of adult services to be provided:

- ☒ activities promoting parental involvement
- ☒ GED training
- ☒ activities promoting family literacy
- ☒ other, describe: financial literacy, technology education

F. Complete the following table for school year program operations at this site:

KDE requires that 21st CCLC programs offer services **a minimum of 12 hours per week**, with a required schedule of at least (4) four days per week, (3) three to (4) four hours per day when school is in session based on the services offered. The program must begin no less than three weeks after school starts and end no sooner than two weeks prior to school ending and four weeks in the summer.

	Before School (Times of Operation)		Afterschool (Times of Operation)		Grand Total #hours/day
	Beginning Time	Ending Time	Beginning Time	Ending Time	
Monday	7:20	7:50	3:05	5:35	3
Tuesday	7:20	7:50	3:05	5:35	3
Wednesday	7:20	7:50	3:05	5:35	3
Thursday	7:20	7:50	3:05	5:35	3
Friday					
Saturday					
Sunday					

SITE SUMMARY AND ABSTRACT Part 2

	Regular School Year	Summer
Total # hours/day	3	6
Total # days/week	4	5
Total # of weeks		
First date of operation	<u>8</u> / <u>27</u> / <u>2018</u>	<u>6</u> / <u>03</u> / <u>2019</u>
Last date of operation	<u>5</u> / <u>09</u> / <u>2019</u>	<u>6</u> / <u>28</u> / <u>2019</u>

G. Specify beginning and ending time site is in operation
other times of the year (When school is not in session):

	Summer		Holidays		Breaks		Other, <i>Describe*</i>	
	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time	Beginning Time	Ending Time
Monday	9:00	3:00						
Tuesday	9:00	3:00						
Wednesday	9:00	3:00						
Thursday	9:00	3:00						
Friday	9:00	3:00						
Saturday								
Sunday								

CO-APPLICANT AGREEMENT

Westside Elementary School

And

Maysville Community & Technical College, LVC

Hereby enter into an agreement to enable the applicant, Westside Elementary, and co-applicant, Maysville Community & Technical College-LVC, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Maysville Community & Technical College-LVC thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant Co-Applicant, our organization agrees to provide the following contributions to the 21st CCLC program:

Co-Applicant Agreement Contribution Table

Description of Contribution	Supports
Promote awareness of the program	Student and family recruitment
Recruit current college students for tutoring services and mentoring program	Academic Assistance, BARTON program, social/emotional development
Provide and/or help in providing enrichment opportunities	Academic Assistance Enrichment Programming College and Career Readiness
Promote college and career readiness activities and skills	
Provide resources and volunteers to help with family skill building activities	Family Engagement
Analysis of program data and shared responsibility for program outcomes	Program Monitoring and Evaluation
Serve on the Colt's Corner Advisory Council	

It is agreed by both parties that this Co-Applicant Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Maysville Community & Technical College, LVC will be notified immediately to begin the collaboration of services.



Co-Applicant/Partner Signature

13 Nov 2017

Date



Applicant Signature

11/13/17

Date

PARTNER AGREEMENT
Westside Elementary School
And
Harrison County Soil Conservation District

Hereby enter into an agreement to enable the applicant, Westside Elementary, and partner, Harrison County Soil Conservation District, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Harrison County Soil Conservation District thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Improve academic performance and non-cognitive indicators of success	<ul style="list-style-type: none">▪ Promote STEM (science, technology, engineering, math) activities and education▪ Provide agricultural literacy activities▪ Organize and lead service learning projects▪ Provide staff/volunteers to lead and assist in programming
Increase college/career awareness	<ul style="list-style-type: none">▪ Provide positive role models who encourage students to pursue college or career opportunities▪ Participate in college/career fairs
Increase family engagement	<ul style="list-style-type: none">▪ Promote learning beyond the classroom

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Harrison County Soil Conservation District will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

11-13-17
Date


Applicant Signature

11/13/17
Date

PARTNER AGREEMENT
Westside Elementary School
And

Harrison County Co-operative Extension Service

Hereby enter into an agreement to enable the applicant, Westside Elementary, and partner, Harrison County Co-operative Extension Service, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Harrison County Co-operative Extension Service thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Increase family engagement	<ul style="list-style-type: none">provide families with access to community support resourcespromote learning beyond the classroom
Improve academic performance and non-cognitive indicators of success	<ul style="list-style-type: none">provide programs that promote enrichment activities and career options (i.e. STEM, agriculture, nutrition)provide staff to assist in programs
Increase attendance	<ul style="list-style-type: none">provide mentors to promote attendance during school and after-school program

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Harrison County Co-operative Extension Service will be notified immediately to begin the collaboration of services.



Co-Applicant/Partner Signature



Date



Applicant Signature



Date

PARTNER AGREEMENT
Westside Elementary School
And
Harrison Memorial Hospital

Hereby enter into an agreement to enable the applicant, Westside Elementary, and partner, Harrison Memorial Hospital, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Harrison Memorial Hospital thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Improve non-cognitive indicators of success	<ul style="list-style-type: none">▪ promote programs and services to help meet basic needs of students and families▪ provide enrichment activities and programs▪ help locate community resources▪ provide staff to assist in programs
Increase access	<ul style="list-style-type: none">▪ promote awareness of after school services to families/community▪ promote awareness of resources available to families/students
Increase college/career awareness	<ul style="list-style-type: none">▪ provide positive role models who encourage students to pursue college or career opportunities▪ participate in college/career fairs

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Harrison Memorial Hospital will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

11-14-17
Date


Applicant Signature

11/14/17
Date

PARTNER AGREEMENT
Westside Elementary School
And
Cynthiana Arts Council

Hereby enter into an agreement to enable the applicant, Westside Elementary, and partner, Cynthiana Arts Council, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Cynthiana Arts Council thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Increase access to high quality programming and enrichment	<ul style="list-style-type: none">provide volunteers to lead activities that would expose and encourage students to participate in <i>the arts</i>provide participants exposure to the arts through books, plays, choral readings, poetry
Increase attendance	<ul style="list-style-type: none">to provide programming that would encourage student led performances for peers/families/school/community

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Cynthiana Arts Council will be notified immediately to begin the collaboration of services.



Co-Applicant/Partner Signature

11/14/17

Date



Applicant Signature

11/14/17

Date

PARTNER AGREEMENT
Westside Elementary School
And
3M

Hereby enter into an agreement to enable the applicant, Westside Elementary, and partner, **3M (local company)**, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The **3M** thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Improve academic performance	<ul style="list-style-type: none">▪ provide STEM activities to build science, technology, engineering, and math skills▪ provide staff to assist in programs
Increase attendance	<ul style="list-style-type: none">▪ provide mentors for students▪ promote attendance in after school program
Increase college and career awareness	<ul style="list-style-type: none">▪ provide positive role models▪ encourage students to pursue college or career opportunities▪ participate in college/career fairs

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, **3M** will be notified immediately to begin the collaboration of services.



Co-Applicant/Partner Signature

11/15/17

Date



Applicant Signature

11/15/17

Date

PARTNER AGREEMENT
Westside Elementary School
And
Cynthiana-Harrison County Public Library

Hereby enter into an agreement to enable the applicant, Westside Elementary, and partner, Cynthiana-Harrison County Public Library, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Cynthiana-Harrison County Public Library thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Improve academic performance	<ul style="list-style-type: none">▪ provide programs that promote literacy (i.e. book clubs)▪ provide literacy opportunities during summer programs▪ provide STEM programming
Improve non-cognitive indicators of success	<ul style="list-style-type: none">▪ provide avenue for service learning projects▪ provide staff/volunteers to assist in programming
Increase access	<ul style="list-style-type: none">▪ promote community programs available students/families▪ promote 21st century grant opportunity to community

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Cynthiana-Harrison County Public Library will be notified immediately to begin the collaboration of services.

Cindy Franklin - Cynthiana - Harrison 11-14-17
Co-Applicant/Partner Signature Co. Public Library Date

[Signature] 11-14-17
Applicant Signature Date

PARTNER AGREEMENT
Westside Elementary School
And
Kentucky Bank

Hereby enter into an agreement to enable the applicant, Westside Elementary, and partner, Kentucky Bank, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Kentucky Bank thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Educational programs for students and families	<ul style="list-style-type: none">• Provide student/parent financial literacy education programs.• Provide staff to assist in programs such as Feed the Pig/Piggy Bank Friday Program
Increased attendance	<ul style="list-style-type: none">• Provide mentors for students to promote attendance.
Increase college and career awareness	<ul style="list-style-type: none">• Provide positive role models who encourage students to pursue college or career opportunities.• Participate in college/career fairs.

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. If the grant is awarded, Kentucky Bank will be notified immediately to begin the collaboration of services.


Co-Applicant/Partner Signature

11-17-2017
Date


Applicant Signature

11/17/17
Date

PARTNER AGREEMENT
Westside Elementary School
And

Harrison County Southwest Family Resource Center

Hereby enter into an agreement to enable the applicant, Westside Elementary, and partner, Harrison County Southwest Family Resource Center, to maximize resources to support and jointly coordinate services for children and families participating in 21st Century Community Learning Centers Program (CCLC).

The Harrison County Southwest Family Resource Center thereby agrees and is committed to the following responsibilities to support the 21st Century Community Learning Centers Program. As a grant partner, our organization agrees to provide the following contributions to the 21st CCLC program:

Partner Agreement Contribution Table

Description of Contribution	Supports
Improve academic performance	<ul style="list-style-type: none">▪ promote afterschool program in community▪ attend monthly RTI meetings at the beginning of each semester
Improve non-cognitive indicators of success	<ul style="list-style-type: none">▪ provide programs and services to help meet basic needs of students and families▪ provide enrichment activities and programs▪ help locate community resources▪ provide staff to assist in programs
Increase attendance	<ul style="list-style-type: none">▪ provide attendance recognition for students and families
Increase access	<ul style="list-style-type: none">▪ promote awareness of afterschool services to families/community▪ promote awareness of resources available to families/students
Increase family engagement	<ul style="list-style-type: none">▪ provide homework assistance training for parents▪ provide parent volunteer training▪ promote family/school relationships

It is agreed by both parties that this Partner Agreement will focus on coordination of services to build local support for sustaining the 21st Century Community Learning Centers Program. Through this collaborative process, solutions will be developed and implemented to improve student achievement and increase learning opportunities for families of participants. **If the grant is awarded, Harrison County Southwest Family Resource Center will be notified immediately to begin the collaboration of services.**

Shirley W. Price 11-15-17
Co-Applicant/Partner Signature Coordinator Date

[Signature] 11-15-17
Applicant Signature Date